



Agenda of the Program & Personnel Committee Meeting

Community High School District 128

50 Lakeview Parkway, Suite 101, Vernon Hills, IL 60061

Monday, September 8, 2025

The Program & Personnel Committee Meeting of Community High School District 128 will be held Monday, September 8, 2025, beginning at 5:30 PM in the Libertyville High School Library, 708 W. Park Ave., Libertyville, IL 60048.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Items identified within the consent agenda will be acted on in one motion unless a Board member requests that an item be voted on separately.

1. Call To Order / Pledge of Allegiance / Review Agenda

2. Invitation for Public Comment (3-minute time limit)

The Board will accept public comment related to current agenda topics or other items limited to three minutes (time may not be ceded to another). Anyone wishing to speak is asked to complete the sign-up sheet provided at the meeting. The Board, typically, will listen, but not respond. When called upon, citizens are asked to come forward to the podium to provide their comments. Visit this link for complete guidelines for public participation.

3. For Discussion

A. Employment of Employees

B. Upcoming Educational Tours

1. LHS Model UN to South Bend, IN 11/2025

2. LHS Boys Lacrosse to South Carolina 03/2026

3. LHS Baseball to Scottsdale, AZ 03/2026

4. D128 Social Studies Tour to Finland, Sweden, Denmark 03/2026

C. Board Governance Handbook Review

4. Future Agenda Items

September 29, 2025 Board Meeting:

- Summer School Report
- Q1 Equity and Inclusion Update
- FY25 Employee Compensation Report

October 14, 2025 P&P Meeting:

- Title IX Update
- Village of Libertyville IGA
- Q1 Survey Updates (SEL)

5. Adjournment

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Program and Personnel Committee Meeting
September 8, 2025

Personnel Report

Educational Support Staff

Name (Replacing)	Position	Location	Reason	Effective Date
Brian O'Neill (Bella Mampe)	Campus Safety	LHS	Replacement	9/2/2025

Coaching/ Extracurricular Staff

Name (Replacing)	Position	Location	Reason	Effective Date
Wendy Inman (Megan Lavery)	Asst Girls Bowling Coach	LHS	Replacement	9/29/2025
Amanda Tsao	Asst Girls Lacrosse Coach	VHHS	Resignation	9/2/2025
Bryan Wilcox (Joe Ravagni)	Asst Football Coach	LHS	Replacement	9/3/2025

All retirement actions are taken pursuant to the employee meeting all District and TRS/IMRF requirements.

Board Governance Handbook

The Board of Education is entrusted by our community to uphold the Constitutions of Illinois and the United States, to protect the public interest in schools, and to ensure that a high-quality education is provided to every student in our district.

This Handbook functions alongside the established Community High School District 128 [Policy Manual](#) and is not meant to replace or supersede anything contained therein. It reflects the thoughtful discussion and consensus of Community High School District 128's Governance Team, which includes the District's seven elected members and the Superintendent, to create a framework for effective governance that clarifies and enables us to perform our responsibilities in a positive and collaborative way that most fully benefits all students.

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Mission Statement

The Mission of District 128 is to develop graduates who are [DARING](#).

Effective Governance

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to:

- Maintain a Unity of Purpose;
- Agree on and govern within appropriate roles;
- Create and sustain a positive governance culture; and
- Create a supportive structure for effective governance.

By employing the Superintendent to provide professional expertise in the day-to-day operations of the district, the Superintendent works with the Board of Education to develop an effective governance leadership team and serve as the chief administrative officer for our district. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement. Community High School District 128 has aligned our governance procedures with the Illinois Association of School Board's [Foundational Principles of Effective Governance](#). The powers and duties of the Board of Education are detailed in [Board Policy 2:20 Powers and Duties of The Board of Education; Indemnification](#) of the Policy Manual.

Board Commitments

Commitment to Students

The Board is dedicated to excellence for all of our students.

Commitment to the Community

Board members are representatives of the people, elected to govern the school district and entrusted to ensure our schools educate our students in a way that allows each to realize their full potential, and responsibly allocate our resources with the long-term fiscal health of the district as a priority.

Commitment to Equity

The governance team recognizes that educational excellence requires a commitment to equity consistent with [Board Policy 7:10 Equal Educational Opportunities](#) and [7:12 Racial Equity, Diversity and Inclusion](#). Students bring a wide range of assets, abilities, backgrounds, and needs to their educational experience, and the school district has an obligation to provide all students with the access and opportunities necessary for college, career, and life success. This requires the governance team to address practices, policies and barriers that perpetuate inequities which lead to opportunity and achievement gaps. The Board of Education will make data-driven governance decisions that eliminate institutional discrimination and disparities in educational outcomes based on categories established in Board Policy 7:10 including but not limited to race, color, national origin, ancestry, sex, sexual orientation, age, ethnicity, language barrier, religious beliefs, physical or mental disability, economic and social conditions, gender identity, status as a homeless youth, order of protection status, or actual or potential marital or parental status including pregnancy. We are committed to remembering that “All Means All.”

Governance Roles and Responsibilities

The Board of Education is elected by the community to provide leadership and citizen oversight of the district. We will ensure that the school district is responsive to the values, beliefs, and priorities of our community by performing the following responsibilities:

- Set the Direction for the School District
- Establish an Effective and Efficient Structure for the School District
- Provide Support Through Board Behavior and Actions
- Ensure Accountability to the Public
- Demonstrate Community Leadership
- Ensure Learning Opportunities for Board Members

These responsibilities represent core functions that are so fundamental to a school system's accountability to the community it serves that they can only be performed by an elected governing body. Authority is granted to the Board as a whole, not to each member individually. Therefore, Board members fulfill these responsibilities by working together as a governance team with the Superintendent to make decisions that best serve all students. The Superintendent assists the Board in carrying out its responsibilities, and leads the staff towards the accomplishment of the agreed-upon district mission and goals.

- Set the Direction for the School District
 - Establish the district long-term vision focused on what the students need to achieve their highest potential; set a clear direction that drives every aspect of the district's programs.
 - Focus on student learning and ensure that all students have an equitable educational experience.
 - Receive needs assessment/baseline data.
 - Generate, review, or revise direction-setting documents (mission, strategic plan and aligned goals, vision, success indicators). Make sure that these documents are the driving force for all district efforts.
 - Ensure an appropriately inclusive process is used.
- Establish an Effective and Efficient Structure for the School District
 - Employ and support the Superintendent; set policy for hiring of other personnel.
 - Oversee the development and adoption of resolutions and policies.
 - Perform a complete review of all Board Policies on an established two-year cycle.
 - Set a direction for and adopt a curriculum that is aligned with Illinois State Board of Education (ISBE) standards and our DARING mission.
 - Establish budget priorities, adopt the budget and levy, and oversee facilities issues through goals and action.
 - Provide direction for and vote to accept collective bargaining agreements.
- Provide Support Through Board Behavior and Actions
 - Support the Superintendent and staff as they implement the established vision.
 - Act with a professional demeanor that models the district's beliefs and vision.
 - Make decisions and provide resources that support mutually agreed upon priorities and goals; uphold district policies.
 - Be knowledgeable about district efforts.
 - Ensure that a positive and inclusive working climate exists.
- Ensure Accountability to the Public

- Evaluate the Superintendent and set policy for the evaluation of other personnel.
- Monitor, review, and revise policies and serve as the judicial and appeals body.
- Monitor student achievement and evaluate the school system's progress and program effectiveness; require program changes as indicated.
- Work as a governance team to communicate student achievement and progress to the community.
- Monitor the budget and adjust district expenses to ensure fiscal stability.
- Articulate how the collective bargaining agreement aligns with established district priorities.
- Develop and implement Board self-evaluation.
- **Demonstrate Community Leadership**
 - Speak with a common voice about district policies, goals, and issues.
 - Engage and involve the community in district schools and activities.
 - Communicate clear information about policies, programs, and the financial condition of the district.
 - Advocate for students, district educational programs, and public education to the general public, key community members, and local, state, and national leaders.
- **Ensure Learning Opportunities for Board Members**
 - Model a district commitment to continuous learning.
 - Participate in learning opportunities regarding Governance, Instruction, Finance, Personnel, School Law, Facilities, etc.
 - Attend the IASB Joint Annual Conference.

Guidelines For Working Together

What the Board needs from the Superintendent:

- Continuing to keep them fully informed.
- Promoting open, honest communication.
- Engaging Board members in school events and and/or staff/student recognition as appropriate.
- Ensuring that there are no surprises.

What the Superintendent needs from the Board:

- Ensuring that there are no surprises by asking questions in advance of public meetings as practicable as possible so that the Superintendent and their District Leadership Team can be prepared with relevant data.
- Thoroughly reading and reviewing all communications including the Board packet.
- Asking how they can help.
- Listening to what the Superintendent needs to move the district forward.

What Board Members Need from Each Other:

- Respecting one another's opinion.
- Modeling open, honest communication that sets a standard for the transparency and professionalism that we intend to be emulated in the district.
- Listening and directing attention to the person who is speaking.
- Remembering that meetings are the Board of Education's meetings in public, not public meetings. It is not our practice to engage with the public during meetings.
- Ensuring that there are no surprises.
- Being nonjudgmental and patient with each other.

Principles and Protocols to Facilitate Governance Leadership

A principle: A fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.

A protocol: The official procedure or system of rules governing affairs of state or diplomatic occasions.

Requesting Information from the Superintendent

Principle

- Timely access to information is critical to the ability of Board members to make informed decisions.
- The Superintendent endeavors to be responsive to requests for information, maintain the focus on district priorities, and balance the management of staff time.

Protocol

- Board members will always work through the Superintendent or copy the Superintendent and Board President when asking for additional information on agenda items.
- The Superintendent will ensure timely responses to requests and will provide the information or direct Board members to the correct source. As appropriate, the Superintendent or Board President will distribute answers to all Board members.
- The Superintendent will manage staff time constraints when Board members request information. If the Superintendent determines that the length of time to fulfill the request is untenable based on the time needed to research the information, or is not relevant to the Board of Education, the Superintendent will request consensus from the Board before proceeding to fulfill the request. Should consensus not exist, the request will not be fulfilled.

Meetings as Strategic Leadership

Principle

Board meetings function to conduct district business in public. Well-run, efficient meetings model leadership, promote trust and confidence, and provide opportunities to publicly demonstrate strategically moving the district forward and planning for the future.

- The governance team will maintain focus on professionalism.
- The Board meeting provides opportunities to conduct the District's business and share educational philosophy among the governance team members and with the community.

Protocol

- There are several types of meetings outlined in [Board Policy 2:200 Types of Board of Education Meetings](#) and [Board Policy 2:150 Committees](#) as well as in the laws of Illinois. While other types of meetings exist and are used when appropriate, the Board conducts district business in public at committee or regular meetings. All members of the Board of Education attend monthly committee meetings, and these meetings are where we discuss new and existing topics at length together as a governance team. Action (e.g., voting) is normally taken at monthly regular meetings.
- Board deliberations will reflect a balance of inquiry and advocacy. We agree to share accountability for discussions where each member's voice is heard and valued. That means no one member will monopolize the floor or interrupt when others are speaking. We agree to align the length of any discussion to accurately reflect the priority of that agenda item.
- Board member comments at meetings will focus on relevant Board business including goals, professional learning, response to community activities or concerns, or educational trends, as they relate to the school district.
- The Superintendent will explicitly demonstrate the relationship of agenda items to the district goals whenever possible.
- As needed, the Board will schedule special meetings linked to the district's strategic priorities.
- An item that has no action, is unresolved, or has new information may be brought back for further discussion and placed on the agenda by consensus of the Board. For an item where action has already been taken by the Board, the matter will not be reconsidered unless there are material changes to the facts or the recommendation of the administration.
- The Governance team will create an annual calendar to balance the workload and to ensure that the yearly cycle of meetings are effective and that statutory deadlines are met. This will establish an annual cycle of reports to the Board to monitor progress toward strategic priorities.

Role of the Board President

Principle

The Board of Education has an obligation to set an example of good government in action for the community.

- The Board intends for meetings to proceed professionally, efficiently, and effectively.
- The Board President sets the tone and shapes the public's perception of the Board of Education.
- Each Board member must have the opportunity to express their viewpoint and ask questions during Board deliberation.

Protocol

The role of the Board President is to:

- Confer on the agenda and other aspects of the meeting with the Superintendent before the Board meeting, as necessary.
- Facilitate the Board meeting, supporting the effective flow of the discussion and encouraging input from all Board members while staying on task, moving forward, and maintaining proper meeting decorum using Robert's Rules of Order.
- Model the tone and behavior that sets the highest possible standard for the district and the community.
- Serve as the primary spokesperson for the Board of Education and the Superintendent serves as the primary spokesperson for the District per [Board Policy 8:10 Connection with the Community](#).

The President, Vice President, and Secretary are selected by consensus of the Board of Education members at the biennial organizational meeting held after the School District Elections per [Board Policy 2:210 Organizational Board of Education Meeting](#). Any member can nominate another member to serve in these roles, including nominating oneself. Other roles are appointed by the Board President per [Board Policy 2:150 Committees](#), and are voluntary.

Board Meeting Agenda Items Requests and the Consent Agenda

Principle

- Individual Board members may request items to be added to the Board Meeting Agenda.
- A consent agenda allows the Board to approve items together without additional discussion or individual motions.
- Consent agendas help streamline meetings by allowing procedural decisions that are likely to be noncontroversial to be made through a single motion.

Protocol

- Individual Board members may request that an item be added for future agenda items per [Board Policy 2:220 Board of Education Meeting Procedure](#) and are encouraged to do so at any time, especially during an open meeting under the Future Agenda Items section. Agenda items can also be added by contacting the Board President and/or Superintendent.
- A Consent Agenda includes items that are routinely approved by the Board with a single motion, such as: minutes, destruction of closed session recordings, educational tour requests, employment matters, disposal of obsolete capital equipment, bills payable, supplemental bills list, and financial reports. These items have been discussed at prior Board committee meeting(s). Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed

from the consent agenda at the request of any Board member.

- During review of the agenda at the beginning of regular Board meetings, the Board President will ask if Board members wish to remove any items from the Consent Agenda. Items removed from the Consent Agenda will be discussed separately from the Consent Agenda, usually later in the meeting.

Board Deliberations, Motions, and Action Agenda Items

Principle

The tenets of parliamentary procedure outlined in the most current version of Robert's Rules of Order ensure the orderly conduct of Board meetings.

- Establishing clear and simple rules leads to wider understanding and participation, fostering a healthy exchange of ideas.
- Motions are the vehicles for decision-making by the Board.

Protocol

- The Board President will introduce an agenda item and present the opportunity for the Superintendent and staff to report on the issue at hand and to provide an administrative recommendation.
- The Board President will open the item for discussion so that Board members may exchange thoughts or ask the Superintendent and staff for further clarification if necessary.
- The Board President will call for a motion. A Board member may act by stating their surname and, "I move that..." or "So moved." Another Board member may second the motion by stating their surname and, "I second the motion" or "Second."
- The Board President will acknowledge the motion and second and ask if any further discussion by the Board is necessary. Once further discussion is complete, or if none is requested, the Board President will ask for a roll call vote to be conducted by the recording secretary.
- The Board President announces the result of the vote and clarifies Board direction for the Superintendent and the recording secretary.
- The majority vote sets direction for the district; and when discussing any decision of the Board, members in the minority will support the Board decision.

Resources for Newly Elected Board Members and Board of Education Candidates

Principle

Newly elected Board members as well as Board of Education candidates may not be familiar with state open meeting laws, meeting procedural policies, Board policies, the district budget, mission, strategic plan, and other district-related issues.

- The governance team wants to provide all the tools necessary to effectively onboard new members and assist candidates.
- Having resources related to Board meeting procedure and pertinent district information will help prepare new Board members for meetings and will facilitate integration into the governance team.
- Board of Education candidates will benefit from understanding Board and district information.

Protocol

Newly elected Board members will receive the following resources prior to their first regular Board meeting:

Electronic links:

- District 128 Board of Education Meeting Agenda
- Board Policies
- Illinois Annual School Calendar
- Governance Handbook
- Strategic Plan
- District Budget
- District Leadership Organization Chart
- Regular meeting minutes from the past year
- Email/voicemail setup instructions

User access to:

- BoardDocs
- SuperEval
- Illinois Association of School Boards (IASB)

Printed copy of:

- IASB book bundle (*Coming to Order, Illinois School Law Survey, Essentials of Illinois School Finance*)
- *The Art of Schoolboarding: What Every School Leader Needs to Know* by Jim Burgett
- IASB state-mandated training information (Open Meetings Act, Basics of Governance, Professional Development Leadership Training and Performance Evaluation Reform Act). Completion is required under P.A. 97-08 within the first year of their current term.
- CHSD 128 Technology Acceptable Use Form
- Illinois Department of Children and Family Services Mandated Reporter Status Form

The Superintendent will schedule a one-on-one orientation meeting with each new Board member, as well as schedule time to introduce them to the District Leadership Team and allow for questions and clarifications regarding roles and responsibilities.

The Superintendent will invite Board of Education candidates to an information session to share and review the resources available for Board candidates. Candidates will be also directed to District resources, including budget, policies, strategic plan etc.

Establishing Multi-Year Goals

Principle

Establishing district multi-year and annual goals is critical to a forward-thinking, proactive Board that is committed to continuous learning.

- The ability to track progress over multiple years is essential to the work of the Board.
- Data-driven decision-making that promotes clarity of direction, focus, and alignment is critical to governance work. Setting goals ensures that the work of the district is focused.

Protocol

The annual goal-setting process, district mission, and the Superintendent evaluation will follow an established calendar.

- Year One: Board adopts Strategic Plan (SP) with specific goal areas identified as priorities for the next five years, with accompanying action plans and metrics to monitor progress.
- Years Two - Five:
 - Set annual targets, adjust action plans, and establish a schedule of progress reports and add these components as milestones for the Superintendent's evaluation.
 - Budget is developed to support implementation of action plans and goal areas.
 - Review of past year's accomplishments and status of each goal area.
- Year Six: Final Report on SP goals, action plans, and accomplishments and launch of next cycle of strategic planning.

Annual Review of Superintendent

Principle

One of the primary responsibilities of the Board is to evaluate the Superintendent and hold them accountable for progress toward established goals.

- Use SuperEval to complete an annual cycle of goal setting, periodic review towards goals, and final evaluation.

Protocol

- July/Aug: Superintendent and Board collaborate to set annual performance goals and metrics.
- December: Mid-year report from Superintendent, with subsequent feedback provided from the Board.
- April/May: Superintendent provides self-assessment to the Board.
- May/June: Board reviews Superintendent's self-evaluation and provides individual feedback, which is aggregated for discussion in Closed Session.

Handling Community or Staff Concerns, Complaints and Recommendations

Principle

Board members will be accessible, responsive, consistent, and fair in dealing with complaints, concerns and recommendations from staff and the community.

- The Board values open communication and timely resolution of issues.
- Board members understand that receiving concerns, complaints and recommendations may be an opportunity to explain the role of the Board of Education.

Protocol

When approached with an issue or concern, we agree to:

- Listen with an open mind, being careful to remain neutral.
- Remind staff and community members that no individual Board member has the authority to solve the issue/concern. Per [Board Policy 8:110 Public Suggestions and Concerns](#), the Board member will encourage addressing the issue with the person who can most directly help with their concern, e.g., Teacher, Principal, or Superintendent. As appropriate, explain [Board Policy 2:260 Uniform Grievance Procedure](#).
- Board members will notify the Superintendent of the issue or concern, as appropriate.
- As appropriate, District/school staff will acknowledge the concern and respond in a timely manner. Due to privacy concerns, the entire Board will not always be copied on the response.

Communications and Designated Spokesperson

Principle

It is essential that important and accurate information be communicated to members of the Board, the staff, and the community in as timely a manner as possible.

- The governance team recognizes that some situations have legal or other

considerations that may place restrictions on what may be shared with the media or public.

Protocol

The governance team is committed to speaking with one voice. The designated spokesperson will vary depending on the issue or situation:

- **Crisis/Disaster:** The Superintendent is the primary spokesperson and may involve the Board President at their discretion.
- **Meeting Information:** (e.g., Board meetings, agenda items, closed sessions): The Board President and the Superintendent will serve as primary spokespersons or may choose a designee.
- **Mission, Strategic Plan, District Goals, and General District Information:** All governance team members may serve as spokespersons utilizing developed and agreed upon key messages.

For requests received by the governance team via email regarding Board business:

- If a Board member individually receives communication via email from a member of the public, they will forward it to the Board President and Superintendent. It is our goal to acknowledge that the communication was received, even if no response is required. If further information, clarification or follow up is required, the Superintendent and Board President will coordinate an appropriate response with the Board member who received the email.
- If the communication is sent to the Superintendent, they will copy the answer to all Board members.
- If the email is sent to some or all Board members, they will refer the request to the Board President with a copy to the Superintendent (if the Superintendent is not already copied). The Board President or Superintendent will coordinate the response, copying all Board members on the reply.

For any requests from the media, per [Board Policy 2:110 Qualifications, Term, and Duties of Board Officers](#), Board members will refer the request to the Board President, who will coordinate our response with the Superintendent and Director of Communications.

Confidentiality

Principle

Board members recognize the importance of maintaining the confidentiality of information acquired as part of their official duties.

Protocol

The responsibility of the Board includes being privy to closed sessions or confidential information about students, district litigation, personnel, negotiations, the Superintendent's evaluation, or other issues that are permitted by the Open Meetings

Act.

We will work to maintain the public's trust by not breaching confidentiality as outlined in [Board Policy 2:80 Board Member Oath and Conduct](#). If a Board member inadvertently or accidentally violates a confidential issue, the Board member will take immediate responsibility for their action. A Board member who intentionally or repeatedly violates confidentiality is subject to [Board Policy 2:60 Board Member Removal from Office](#).

Visiting Schools and Attending School Events

Principle

The Board wants to be informed about instructional practices, conditions of facilities, and the needs of the students and staff with regard to school programs. The Superintendent will support this governance principle by proactively identifying opportunities to invite Board members to participate in programs and activities as appropriate.

- The Board respects the busy schedules of staff and the concern that can be created by well-meaning, but unannounced visits to schools.
- The Board members understand that certain roles and relationships require extra care when visiting schools.

Protocol

- As a professional courtesy, Board members will schedule school visits ahead of time when visiting in an official capacity.
- In most cases, the Superintendent, Principal, and/or designee will accompany Board members on these visits.
- Board members requesting a meeting with school staff or administration will schedule this meeting through the Superintendent. The Superintendent will ensure that staff is aware of the process and protocols for Board members visiting the building.
- Board members are encouraged to visit schools and attend school events.
- When visiting or communicating with teachers of their own children, Board members will make it clear that they are acting as parents rather than Board members, recognizing with sensitivity that it is difficult for others to remove the role of Board member from their awareness.
- When communicating as a parent or community member, Board members will use their personal email rather than Board email.

Collective Bargaining

Principle

Board members should understand and be involved in the collective bargaining process to ensure that the District is represented well by those selected to negotiate on behalf of the Board and the community. It is essential to ensure that the ethical, fiscal, and

educational goals of the D128 community are presented in the actions taken throughout the collective bargaining process.

Protocol

- Per [Board Policy 2:150 Committees](#), the Board President will select three Board members to represent the Board as members of the District's Collective Bargaining negotiation team for the Teachers Union. The Superintendent and Board President will select who will represent the District as Chief Negotiator.
- For the ESP Union, the Superintendent and the District Administration will represent the Board as members of the District's Collective Bargaining negotiation team. The Superintendent will represent the District as Chief Negotiator, as the Board members will not participate in collective bargaining sessions.
- Individual Board members who are not assigned to the Collective Bargaining committee will not participate in collective bargaining negotiation sessions, either directly (at the table) or indirectly (observing the District's negotiation team).
- The Superintendent will create the most positive collective bargaining environment possible to support the negotiation process. To that end, they will endeavor to hold regular monthly employee - employer relations meetings with the Union President in order to maintain consistent and effective communication.
- The Superintendent will ensure that the Board is informed of the issues and strategies implemented within the collective bargaining process, usually in Closed Session per the Open Meetings Act.
- As the representative of the Board, the Superintendent will guide the development of the bargaining strategy and will be primarily responsible for facilitating the collective bargaining process.

Student Board Members

Principle

We recognize that the operation of a school district is complex, and the business of the Board requires us to focus on many issues and organize competing priorities. We are committed to maintaining our focus on what is best for all students and endeavor to involve the student voice in our decisions. The Board recognizes the importance of enhancing communication between the governance team and the student body, and its role in helping to teach the importance of civic involvement.

Protocol

Each School Principal will select three Student Board Representatives to the Board of Education to serve for a school year.

Student Board Representatives are expected to attend regular Board meetings during the school year, but they do not vote. They will receive board packets, except for Closed Session materials. Students may participate in Board discussions when asked for feedback.

Signatures

We have reviewed and agreed to these principles and protocols outlined in this 2022 Governance Handbook. We will review and renew these agreements biennially. Any revisions to this Handbook will be made by consensus of the Board of Education.

Affirmed on this 24th day of October, 2022.

Denise Herrmann, Superintendent

Lisa Hessel, President

Jim Batson, Vice President

Don Carmichael, Secretary

Cara Benjamin

Kara Drumke

Sonal Kulkarni

Casey Rooney

This work is based on the Board Governance Handbook developed by Santa Barbara Unified School District and we gratefully acknowledge their contributions to these principles and protocols.

Revision Adopted: September 26, 2023 (Affirmed 6-0)